Author Index to Volume 82

Key to Pagination

Issue No.	*Month*	*Pages*
1	March	1–180
2	June	181–396
3	September	397–608
4	December	609–898

ARTICLES

Abbott, Robert D., Wulff, Donald H., Nyquist, Jody D., Ropp, Vickie A., and Hess, Carla W.—Satisfaction With Processes of Collecting Student Opinions About Instruction: The Student Perspective 201

Abrami, Philip C., d'Apollonia, Sylvia, and Cohen, Peter A.—Validity of Student Ratings of Instruction: What We Know and What We Do Not 219

Aks, Deborah J., and Coren, Stanley—Is Susceptibility to Distraction Related to Mental Ability? 388

Ammon, Paul—*see* Amsterdam, Lisa

Amsterdam, Lisa, Ammon, Paul, and Simons, Herbert D.—Children's Elicited Imitations of Controlled and Rewritten Reading Texts 486

Andersson, Björn—*see* Renström, Lena

Arjmand, Olya—*see* Benbow, Camilla Persson

Babad, Elisha—Measuring and Changing Teachers' Differential Behavior As Perceived by Students and Teachers ... 683

Babad, Elisha—*see* Tal, Zohar

Bank, Barbara J.—*see* Biddle, Bruce J.

Barker, George P.—*see* Graham, Sandra

Baron, Jonathan—Reflectiveness and Rational Thinking: Response to Duemler and Mayer (1988) 391

Basow, Susan A.—Effects of Teacher Expressiveness: Mediated by Teacher Sex-Typing? 599

Bassin, Laurie E.—*see* Cornell, Dewey G.

Battista, Michael T.—*see* Nastasi, Bonnie K.

Beal, Carole R., Garrod, Andrew C., and Bonitatibus, Gary J.—Fostering Children's Revision Skills Through Training in Comprehension Monitoring 275

Benbow, Camilla Persson, and Arjmand, Olya—Predictors of High Academic Achievement in Mathematics and Science by Mathematically Talented Students: A Longitudinal Study 430

Benbow, Camilla Persson—*see* Brody, Linda E.

Benbow, Camilla Persson—*see* Dark, Veronica J.

Benbow, Camilla Persson—*see* Richardson, Teri M.

Berndt, Thomas J., and Miller, Kristelle E.—Expectancies, Values, and Achievement in Junior High School 319

Berndt, Thomas J., Laychak, Ann E., and Park, Keunho—Friends' Influence on Adolescents' Academic Achievement Motivation: An Experimental Study 664

Biddle, Bruce J., Bank, Barbara J., and Slavings, Ricky L.—Modality of Thought, Campus Experiences, and the Development of Values 671

Blumenfeld, Phyllis C.—*see* Pokay, Patricia

Bonitatibus, Gary J.—*see* Beal, Carole R.

Borden, Susan L.—*see* Lovett, Maureen W.

Brinko, Kathleen T.—*see* L'Hommedieu, Randi

Brody, Linda E., and Benbow, Camilla Persson—Effects of High School Coursework and Time on SAT Scores 866

Buchtel, Foster S.—*see* Gigliotti, Richard J.

Bullock, Ronald G.—*see* Glover, John A.

Byrne, Brian, and Fielding-Barnsley, Ruth—Acquiring the Alphabetic Principle: A Case for Teaching Recognition of Phoneme Identity 805

Byrnes, James P.—*see* Ward, Shawn L.

Cantor, Judy—*see* Engle, Randall W.

Chernick, Robert S.—Effects of Interdependent, Coactive, and Individualized Working Conditions on Pupils' Educational Computer Program Performance 691

Clements, Douglas H.—Metacomponential Development in a Logo Programming Environment 141

Clements, Douglas H.—*see* Nastasi, Bonnie K.

Cohen, Peter A.—*see* Abrami, Philip C.

Colangelo, Nicholas, and Kerr, Barbara A.—Extreme Academic Talent: Profiles of Perfect Scorers 404

Coleman, Marilyn—*see* Ganong, Lawrence

Connell, James P.—*see* Skinner, Ellen A.

Cooley, Michele R.—*see* Cornell, Dewey G.

Cooney, John B., and Swanson, H. Lee—Individual Differences in Memory for Mathematical Story Problems: Memory Span and Problem Perception 570

Coren, Stanley—*see* Aks, Deborah J.

Cornell, Dewey G., Pelton, Gary M., Bassin, Laurie E., Landrum, Mary, Ramsay, Shula G., Cooley, Michele R., Lynch, Karen A., and Hamrick, Elaine—Self-Concept and Peer Status Among Gifted Program Youth 456

Cranton, Patricia, and Smith, Ronald A.—Reconsidering the Unit of Analysis: A Model of Student Ratings of Instruction 207

Cunningham, Anne E., and Stanovich, Keith E.—Assessing Print Exposure and Orthographic Processing Skill in Children: A Quick Measure of Reading Experience 733

Cunningham, Anne E., and Stanovich, Keith E.—Early Spelling Acquisition: Writing Beats the Computer 159

Cunningham, Charles E.—*see* Durrant, Joan E.

Dansereau, Donald F.—*see* O'Donnell, Angela M.

d'Apollonia, Sylvia—*see* Abrami, Philip C.

Dark, Veronica J., and Benbow, Camilla Persson—Enhanced Problem Translation and Short-Term Memory: Components of Mathematical Talent 420

Davis, T. Brandon—*see* Krug, Damon

Day, Jeanne—*see* Weed, Keri

De Corte, E., Verschaffel, L., and Pauwels, A.—Influence of the Semantic Structure of Word Problems on Second Graders' Eye Movements 359

Dee-Lucas, Diana, and Larkin, Jill H.—Organization and Comprehensibility in Scientific Proofs, or "Consider a Particle p..." 701
De Groot, Elisabeth V.—*see* Pintrich, Paul R.
Dietzer, Margaret L.—*see* Glover, John A.
Dipboye, Robert L.—*see* Macan, Therese Hoff
Donald, Janet G.—University Professors' Views of Knowledge and Validation Processes 242
Duemler, David—*see* Mayer, Richard E.
Durrant, Joan E., Cunningham, Charles E., and Voelker, Sylvia—Academic, Social, and General Self-Concepts of Behavioral Subgroups of Learning Disabled Children ... 657
Durso, Francis T.—*see* Shore, Wendelyn J.

Eccles, Jacquelynne S.—*see* Meece, Judith L.
Eckart, Thomas—*see* Fishbein, Harold D.
Engle, Randall W., Nations, John K., and Cantor, Judy—Is "Working Memory Capacity" Just Another Name for Word Knowledge? 799
Epstein, Herman T.—Stages in Human Mental Growth 876

Feldhusen, John F.—*see* Hoover, Steven M.
Feldman, S. Shirley, and Wentzel, Kathryn R.—Relations Among Family Interaction Patterns, Classroom Self-Restraint, and Academic Achievement in Preadolescent Boys 813
Ferraro, F. Richard—*see* Whitney, Paul
Fielding-Barnsley, Ruth—*see* Byrne, Brian
Fishbein, Harold D., Eckart, Thomas, Lauver, Erika, Van Leeuwen, Rachel, and Langmeyer, Daniel—Learners' Questions and Comprehension in a Tutoring Setting ... 163

Gallini, Joan K.—*see* Mayer, Richard E.
Ganong, Lawrence, Coleman, Marilyn, and Jones, Grant—Effects of Behavior and Family Structure on Perceptions 820
Garrod, Andrew C.—*see* Beal, Carole R.
Gigliotti, Richard J., and Buchtel, Foster S.—Attributional Bias and Course Evaluations 341
Glover, John A., Bullock, Ronald G., and Dietzer, Margaret L.—Advance Organizers: Delay Hypotheses 291
Glover, John A.—*see* Krug, Damon
Goetz, Ernest T.—*see* Reynolds, Ralph E.
Goldin, Laura—*see* Newman, Richard S.
Gottfried, Adele Eskeles—Academic Intrinsic Motivation in Young Elementary School Children 525
Graham, Sandra, and Barker, George P.—The Down Side of Help: An Attributional-Developmental Analysis of Helping Behavior as a Low-Ability Cue 7
Graham, Steve—The Role of Production Factors in Learning Disabled Students' Compositions 781
Graves, Michael F.—*see* White, Thomas G.

Hall, Richard H.—*see* O'Donnell, Angela M.
Halpern, Diane F., Hansen, Carol, and Riefer, David—Analogies as an Aid to Understanding and Memory 298
Hamrick, Elaine—*see* Cornell, Dewey G.
Hansen, Carol—*see* Halpern, Diane F.
Hanson, Sandra L.—*see* Hoge, Dean R.
Hemphill, Lowry, and Siperstein, Gary N.—Conversational Competence and Peer Response to Mildly Retarded Children 128
Hess, Carla W.—*see* Abbott, Robert D.
Hogan, Anne—*see* Vaughn, Sharon
Hoge, Dean R., Smit, Edna K., and Hanson, Sandra L.—School Experiences Predicting Changes in Self-Esteem of Sixth- and Seventh-Grade Students 117
Hom, Harry L., Jr.—*see* Miller, Arden
Hoover, Steven M., and Feldhusen, John F.—The Scientific Hypothesis Formulation Ability of Gifted Ninth-Grade Students 838
Hoy, Wayne K.—*see* Woolfolk, Anita E.
Hudspeth, William J., and Pribram, Karl H.—Stages of Brain and Cognitive Maturation 881
Hythecker, Velma I.—*see* O'Donnell, Angela M.

Jackson, Nancy Ewald—*see* Mills, Joseph R.
Jagacinski, Carolyn M., and Nicholls, John G.—Reducing Effort to Protect Perceived Ability: "They'd Do It but I Wouldn't" 15
Jones, Grant—*see* Ganong, Lawrence

Kellas, George—*see* Whitney, Paul
Kerr, Barbara A.—*see* Colangelo, Nicholas
Kouzekanani, Kamiar—*see* Vaughn, Sharon
Kreek, Cynthia—*see* Reynolds, Ralph E.
Kremer, John F.—Construct Validity of Multiple Measures in Teaching, Research, and Service and Reliability of Peer Ratings 213
Krug, Damon, Davis, T. Brandon, and Glover, John A.—Massed Versus Distributed Repeated Reading: A Case of Forgetting Helping Recall? 366

Landrum, Mary—*see* Cornell, Dewey G.
Langmeyer, Daniel—*see* Fishbein, Harold D.
Lapan, Richard—*see* Reynolds, Ralph E.
Larkin, Jill H.—*see* Dee-Lucas, Diana
Lauver, Erika—*see* Fishbein, Harold D.
Laychak, Ann E.—*see* Berndt, Thomas J.
Layton, Kent—*see* McKenna, Michael C.
Lee, Valerie E., and Marks, Helen M.—Sustained Effects of the Single-Sex Secondary School Experience on Attitudes, Behaviors, and Values in College 578
L'Hommedieu, Randi, Menges, Robert J., and Brinko, Kathleen T.— Methodological Explanations for the Modest Effects of Feedback From Student Ratings 232
Little, Todd D.—*see* Tomlinson-Keasey, Carol
Lovett, Maureen W., Warren-Chaplin, Patricia M., Ransby, Marilyn J., and Borden, Susan L.—Training the Word Recognition Skills of Reading Disabled Children: Treatment and Transfer Effects 769
Lynch, Karen A.—*see* Cornell, Dewey G.

Macan, Therese Hoff, Shahani, Comila, Dipboye, Robert L., and Phillips, Amanda Peek—College Students' Time Management: Correlations With Academic Performance and Stress 760
Marks, Helen M.—*see* Lee, Valerie E.
Marsh, Herbert W.—Causal Ordering of Academic Self-Concept and Academic Achievement: A Multiwave, Longitudinal Panel Analysis 646

Marsh, Herbert W.—Influences of Internal and External Frames of Reference on the Formation of Math and English Self-Concepts 107
Marsh, Herbert W.—The Structure of Academic Self-Concept: The Marsh/Shavelson Model 623
Marsh, Herbert W.—Two-Parent, Stepparent, and Single-Parent Families: Changes in Achievement, Attitudes, and Behaviors During the Last Two Years of High School .. 327
Martinez-Pons, Manuel—*see* Zimmerman, Barry J.
Marton, Ference—*see* Renström, Lena
Mayer, Richard E., and Duemler, David—Empirical Constraints on Theories of Scientific Reasoning: Reply to Baron (1990) 393
Mayer, Richard E., and Gallini, Joan K.—When Is an Illustration Worth Ten Thousand Words? 715
McCall, Robert B.—The Neuroscience of Education: More Research Is Needed Before Application 885
McKeachie, Wilbert J.—Research on College Teaching: The Historical Background 189
McKenna, Michael C., and Layton, Kent—Concurrent Validity of Cloze as a Measure of Intersentential Comprehension 372
Meece, Judith L., Wigfield, Allan, and Eccles, Jacquelynne S.—Predictors of Math Anxiety and Its Influence on Young Adolescents' Course Enrollment Intentions and Performance in Mathematics 60
Meloth, Michael S.—Changes in Poor Readers' Knowledge of Cognition and the Association of Knowledge of Cognition With Regulation of Cognition and Reading Comprehension 792
Menges, Robert J.—*see* L'Hommedieu, Randi
Miller, Arden, and Hom, Harry L., Jr.—Influence of Extrinsic and Ego Incentive Value on Persistence After Failure and Continuing Motivation 539
Miller, Kristelle E.—*see* Berndt, Thomas J.
Mills, Joseph R., and Jackson, Nancy Ewald—Predictive Significance of Early Giftedness: The Case of Precocious Reading 410
Murray, Harry G., Rushton, J. Philippe, and Paunonen, Sampo V.—Teacher Personality Traits and Student Instructional Ratings in Six Types of University Courses .. 250

Nastasi, Bonnie K., Clements, Douglas H., and Battista, Michael T.—Social-Cognitive Interactions, Motivation, and Cognitive Growth in Logo Programming and CAI Problem-Solving Environments 150
Nations, John K.—*see* Engle, Randall W.
Newman, Richard S., and Goldin, Laura—Children's Reluctance to Seek Help With Schoolwork 92
Newman, Richard S.—Children's Help-Seeking in the Classroom: The Role of Motivational Factors and Attitudes .. 71
Nicholls, John G.—*see* Jagacinski, Carolyn M.
Nyquist, Jody D.—*see* Abbott, Robert D.

O'Donnell, Angela M., Dansereau, Donald F., Hall, Richard H., Skaggs, Lisa P., Hythecker, Velma I., Peel, Jennifer L., and Rewey, Kirsten L.—Learning Concrete Procedures: Effects of Processing Strategies and Cooperative Learning 171
Overton, Willis F.—*see* Ward, Shawn L.

Park, Keunho—*see* Berndt, Thomas J.
Pascual-Leone, Juan—*see* Shafrir, Uri
Paunonen, Sampo V.—*see* Murray, Harry G.
Pauwels, A.—*see* De Corte, E.
Peel, Jennifer L.—*see* O'Donnell, Angela M.
Pelton, Gary M.—*see* Cornell, Dewey G.
Penner, Kurt S.—*see* Perry, Raymond P.
Perry, Raymond P., and Penner, Kurt S.—Enhancing Academic Achievement in College Students Through Attributional Retraining and Instruction 262
Perry, Raymond P.—Introduction to the Special Section 183
Phillips, Amanda Peek—*see* Macan, Therese Hoff
Phye, Gary D.—Inductive Problem Solving: Schema Inducement and Memory-Based Transfer 826
Pintrich, Paul R., and De Groot, Elisabeth V.—Motivational and Self-Regulated Learning Components of Classroom Academic Performance 33
Pokay, Patricia, and Blumenfeld, Phyllis C.—Predicting Achievement Early and Late in the Semester: The Role of Motivation and Use of Learning Strategies 41
Pressley, Michael—*see* Woloshyn, Vera E.
Pressley, Michael—*see* Wood, Eileen
Pribram, Karl H.—*see* Hudspeth, William J.

Ramsay, Shula G.—*see* Cornell, Dewey G.
Rankin, Richard J.—*see* Skaalvik, Einar M.
Ransby, Marilyn J.—*see* Lovett, Maureen W.
Renström, Lena, Andersson, Björn, and Marton, Ference—Students' Conceptions of Matter 555
Rewey, Kirsten L.—*see* O'Donnell, Angela M.
Reynolds, Ralph E., Shepard, Charlene, Lapan, Richard, Kreek, Cynthia, and Goetz, Ernest T.—Differences in the Use of Selective Attention by More Successful and Less Successful Tenth-Grade Readers 749
Richardson, Teri M., and Benbow, Camilla Persson—Long-Term Effects of Acceleration on the Social-Emotional Adjustment of Mathematically Precocious Youths 464
Rieber, Lloyd P.—Using Computer Animated Graphics in Science Instruction With Children 135
Riefer, David—*see* Halpern, Diane F.
Ropp, Vickie A.—*see* Abbott, Robert D.
Rossi, Jean Pierre—The Function of Frame in the Comprehension of Scientific Text 727
Rushton, J. Philippe—*see* Murray, Harry G.
Ryan, Ellen Bouchard—*see* Weed, Keri

Schommer, Marlene—Effects of Beliefs About the Nature of Knowledge on Comprehension 498
Schunk, Dale H.—Introduction to the Special Section on Motivation and Efficacy 3
Schuster, Diane Tickton—Fulfillment of Potential, Life Satisfaction, and Competence: Comparing Four Cohorts of Gifted Women at Midlife 471
Shafrir, Uri, and Pascual-Leone, Juan—Postfailure Reflectivity/Impulsivity and Spontaneous Attention to Errors ... 378
Shahani, Comila—*see* Macan, Therese Hoff
Shapiro, Steven—*see* Vaughn, Sharon
Shepard, Charlene—*see* Reynolds, Ralph E.
Shore, Wendelyn J., and Durso, Francis T.—Partial Knowledge in Vocabulary Acquisition: General Constraints and Specific Detail 315

Simons, Herbert D.—*see* Amsterdam, Lisa
Siperstein, Gary N.—*see* Hemphill, Lowry
Skaalvik, Einar M., and Rankin, Richard J.—Math, Verbal, and General Academic Self-Concept: The Internal/External Frame of Reference Model and Gender Differences in Self-Concept Structure 546
Skaalvik, Einar M.—Gender Differences in General Academic Self-Esteem and in Success Expectations on Defined Academic Problems 593
Skaggs, Lisa P.—*see* O'Donnell, Angela M.
Skinner, Ellen A., Wellborn, James G., and Connell, James P.—What It Takes to Do Well in School and Whether I've Got It: A Process Model of Perceived Control and Children's Engagement and Achievement in School 22
Slater, Wayne H.—*see* White, Thomas G.
Slavings, Ricky L.—*see* Biddle, Bruce J.
Smit, Edna K.—*see* Hoge, Dean R.
Smith, Ronald A.—*see* Cranton, Patricia
Stanovich, Keith E.—*see* Cunningham, Anne E.
Stanovich, Keith E.—*see* Cunningham, Anne E.
Swanson, H. Lee—Influence of Metacognitive Knowledge and Aptitude on Problem Solving 306
Swanson, H. Lee—*see* Cooney, John B.

Tal, Zohar, and Babad, Elisha—The Teacher's Pet Phenomenon: Rate of Occurrence, Correlates, and Psychological Costs 637
Tomlinson-Keasey, Carol, and Little, Todd D.—Predicting Educational Attainment, Occupational Achievement, Intellectual Skill, and Personal Adjustment Among Gifted Men and Women 442
Tomlinson-Keasey, Carol—Developing Our Intellectual Resources for the 21st Century: Educating the Gifted 399

van der Meij, Hans—Question Asking: To Know That You Do Not Know Is Not Enough 505
Van Haneghan, James P.—Third and Fifth Graders' Use of Multiple Standards of Evaluation to Detect Errors in Word Problems 352
Van Leeuwen, Rachel—*see* Fishbein, Harold D.
Vaughn, Sharon, Hogan, Anne, Kouzekanani, Kamiar, and Shapiro, Steven—Peer Acceptance, Self-Perceptions, and Social Skills of Learning Disabled Students Prior to Identification 101
Verschaffel, L.—*see* De Corte, E.
Voelker, Sylvia—*see* Durrant, Joan E.

Walczyk, Jeffrey J.—Relation Among Error Detection, Sentence Verification, and Low-Level Reading Skills of Fourth Graders 491
Ward, Shawn L., Byrnes, James P., and Overton, Willis F.—Organization of Knowledge and Conditional Reasoning. 832
Warren-Chaplin, Patricia M.—*see* Lovett, Maureen W.
Weed, Keri, Ryan, Ellen Bouchard, and Day, Jeanne—Metamemory and Attributions As Mediators of Strategy Use and Recall 849
Weiner, Bernard—History of Motivational Research in Education 616
Wellborn, James G.—*see* Skinner, Ellen A.
Wentzel, Kathryn R.—*see* Feldman, S. Shirley
White, Thomas G., Graves, Michael F., and Slater, Wayne H.—Growth of Reading Vocabulary in Diverse Elementary Schools: Decoding and Word Meaning 281
Whitney, Paul, Kellas, George, and Ferraro, F. Richard—Reading Ability and Semantic Processing: Isolating Speed of Access 479
Wigfield, Allan—*see* Meece, Judith L.
Wilhite, Stephen C.—Self-Efficacy, Locus of Control, Self-Assessment of Memory Ability, and Study Activities As Predictors of College Course Achievement 696
Willoughby, Teena—*see* Woloshyn, Vera E.
Wilson, Robert C.—Commentary: The Education of a Faculty Developer 272
Winne, Philip H.—*see* Wood, Eileen
Woloshyn, Vera E., Willoughby, Teena, Wood, Eileen, and Pressley, Michael— Elaborative Interrogation Facilitates Adult Learning of Factual Paragraphs 513
Wood, Eileen, Pressley, Michael, and Winne, Philip H.—Elaborative Interrogation Effects on Children's Learning of Factual Content 741
Wood, Eileen—*see* Woloshyn, Vera E.
Woolfolk, Anita E., and Hoy, Wayne K.—Prospective Teachers' Sense of Efficacy and Beliefs About Control 81
Wulff, Donald H.—*see* Abbott, Robert D.

Zentall, Sydney S.—Fact-Retrieval Automatization and Math Problem Solving by Learning Disabled, Attention-Disordered, and Normal Adolescents 856
Zimmerman, Barry J., and Martinez-Pons, Manuel—Student Differences in Self-Regulated Learning: Relating Grade, Sex, and Giftedness to Self-Efficacy and Strategy Use ... 51

OTHER

Acknowledgment 889
American Psychological Association Subscription Claims Information 429, 656
1991 APA Convention "Call for Programs" 577
Beutler, Levin, Tesser, and Miller Appointed New Editors, 1991–1996 ..... 178, 212
Butcher, Geen, Hulse, and Salthouse Appointed New Editors, 1992–1997 748
Call for Nominations for *Developmental Psychology* 463, 825
Editorial 613
Harvey Appointed Editor of *Contemporary Psychology*, 1992–1997 831
Instructions to Authors 21, 390, 524, 612
Low Publication Prices for APA Members and Affiliates 569
Publication Practices and Scientific Conduct 178
Sternberg Appointed Editor of *Psychological Bulletin*, 1991–1996 880